

Top-slicing more than £175m see page 3



Gateshead College appeal Ofsted

Nick Summers

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Gateshead College has appealed against a "satisfactory" inspection grade awarded by Ofsted after an inspection in May this year.

Principal Richard Thorold told *FE Week* that its formal complaints followed "inconsistencies" in standards applied during the inspection. "It appears the overall judgement is, in the main, based on historical data."

He said that the inspectors appeared reluctant to apply a fair judgement to the in-year data. "This is, in my mind, where the inconsistencies are in the way the standards are being applied across inspections."

The college was judged "outstanding" in its last inspection in 2008.

Mr Thorold said although the college had submitted a formal letter of complaint to Ofsted, it was "not

going to dwell on it".

"At the end of the day our focus is on moving forward," he said.

"We're going to make changes where we need to, and get on with our business to deliver outstanding outcomes for all our students, customers and stakeholders in Gateshead and the wider region."

The Ofsted report, published last week, said: "The proportion of learners who stay . . . and successfully complete their qualifications has declined since the previous inspection, and there is too much variation in the quality of provision across the college.

"Attendance is often low and, despite the college's attendance policy, goes unchecked in a few areas."

However, the report praised work-based learning programmes and said the college was "outstanding" at developing partnerships with other organisations.

Mr Thorold said that "significant

strengths" were highlighted, including the college's partnerships with employers, inclusive atmosphere, work-based learning, work with the unemployed and young people not in education or employment, and clear strategic direction.

"Our work with employers is reflected in the report and in the grade profile for employer responsive. However, it is only one statement amongst many and it does not truly reflect the holistic picture that I wanted them to draw of the college."

Stafford College, which in May Ofsted also deemed to be "inadequate", has also submitted an appeal.

Principal Steve Willis said the informal feedback from inspectors gave a "misleading picture of the quality of work that takes place at this college".

It was given a grade 2 when it was last inspected in 2009.

Franklin College is also considering an appeal after dropping from

"good" to "inadequate".

A spokesperson for Ofsted said it did not comment on individual inspections "over and above the published reports".

"Ofsted does not comment on whether a complaint or concerns have been received about individual providers. Information about the process for investigating complaints about providers can be found on the Ofsted website."

A BBC Radio 4 programme, broadcast last week, revealed that a growing number of schools are appealing poor inspection results.

Jan Webber, an inspection specialist for the Association of School and College Leaders, told the BBC: "It is okay if it is a consistent judgement for everybody - the greatest issue that we have is inconsistency. That's when it causes a lot of angst."

Read what the CEO of the IfL says about Ofsted, page 7, and the latest Ofsted grades on page 10.

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Local Government Association critical of skills mismatches

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England is failing young people by training them for jobs that don't exist, while not providing them with the skills for areas where there is work, according to a report from the Local Government Association (LGA).

Hidden Talents argues that there is a mismatch between the jobs that young people are qualifying for and those that are available.

Last year more than 94,000 people completed hair and beauty courses, but only 18,000 new jobs were created in the sector; the LGA's research suggests – and of those who qualified, more than 60 per cent were aged 16 to 18. Meanwhile, more than double the number of people trained to work in hospitality, sport and leisure than jobs advertised in the sector.

In contrast, the report said that fewer than 40,000 people trained to fill about 72,000 new jobs in building and engineering. The environmental industry created about 89,000 jobs last year, but only 27,000 young people were trained to take them. There was also a gap between supply and demand in textile design, accountancy and jobs in the automotive industry.

The data used in the report captured most achievements up to level 3 (equivalent to A-level), but did not capture non-accredited training on the job or degree-level training (level 4 and above).

The LGA argues that the "skills mismatch" is the result of colleges receiving funding from the government on the basis of studying and passing qualifications, rather than on job outcomes.

David Simmonds, chair of its children and young people board, said it was "indefensible" to encourage colleges to steer students on to low-prospect courses, rather than those that would help them to gain meaningful employment.

"A nationally driven one-size-fits-all approach doesn't work. We need a shift in training priori-

ties that prizes and rewards those that help students toward meaningful careers. It's not right that young people trying to secure a good future are being deceived by a system that fails to look at what is best for them, or the taxpayer; and instead focuses on a bums-on-seats approach to education."

The Department for Business, Innovation and Skills said it had "concerns" about the "robustness" of some of the analysis and believed the conclusions were "unwarranted", based on the analysis done.

A spokesman said: "The authors do not appear to have taken into account variation between occupations in staff nor in vacancy reporting, which is likely to substantially alter the comparative figures."

The department said it had freed providers from top-down central targets and regulation so that they could better respond to the needs of their communities. The Employer Ownership Pilot was now targeting investment at the skills that employers and the economy needed to grow.

Mark Ravenhall, director of policy and impact at the National Institute of Adult Continuing Education (NIACE), said he agreed with much of the report but that there was "quite a lot more to say".

He said that he was "a bit annoyed" that there was never a debate about Latin as a subject in private schools and whether there was an oversupply of classicists.

"No one kicks up a fuss about that," he said.

"What about the soft skills that you gain in doing hairdressing? What about the literacy and the foundation skills you develop in doing those courses?"

"If you get transferable skills from doing a classics degree or PPE at Oxford, why don't you get transferable skills from doing a hairdressing qualification? If that's what people want to do, let them do it."

Mr Ravenhall said the situation was looked at "too much from the employer's perspective and not enough from the individual's perspective".

FE Week news in brief

Apprenticeship starts

The number of new apprentices aged 16 to 18 have fallen for the third consecutive quarter, according to new government data.

The statistical first release, published by the Data Service last week, shows that the number of new starts have dropped from 58,800 in quarter one to 24,500 in quarter two and 21,300 in quarter three.

Gordon Marsden, shadow minister for further education, skills and regional growth said: "The Government is still not doing enough to boost apprenticeship numbers in the crucial 16 to 18 age range, with a less than 1 per cent increase in this group in comparison to this time last year."

Teenage NEETs rise

The number of 16 to 18 year-olds not in education, employment or training (NEET) rose above 8 per cent in 2011, according to government data.

The report also showed that the number of 16 to 18 year-olds in full-time education had dropped for the first time since 2001.

Martin Doel, chief executive of the AoC said: "The response to this extremely worrying trend must be speedy but also 'joined up' if we are to prevent the recession giving rise to a lost generation."

London colleges merge

Lewisham College and Southwark College are to formally merge in August.

Maxine Room CBE, principal of Lewisham College, said: "We have a vision for a new college for south London; a college that will ensure that our learners are equipped for the future, that they have the skills and experience to fully take advantage of opportunities for work and careers, further learning and life."

"We are confident that by merging the two colleges we will be able to deliver on this vision quicker and more efficiently than if we remained separate."

EFA to delete 'erroneous reports'

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Errors have been found in data and management information reports published by the Education Funding Agency (EFA).

The reports, which give local authorities an overview of the 16 to 19 provision in their area, incorrectly included adult learners in further education.

A spokesperson for the EFA told *FE Week* that Qualification Success Rates (QSR) should only include data for 16 to 18 year-olds. Part of the report has been affected as a result.

"We have subsequently revised our code and are in the process of producing and checking updated reports for all FE colleges, sixth-form colleges and independent private providers," the EFA spokesperson said.

"We will delete the erroneous reports and upload corrected versions as soon as possible."

The EFA said the issue was a "coding error" and later emphasised that it had "no concerns" with the data provided by colleges.

"In this instance our quality assurance process was not sufficiently robust and will be revisited for future releases," the spokesperson said.

"However, there should be no impact of there being a relatively minor error in this report."

The reports are not in the public domain, but are available both to local authorities and education providers through the information management portal.

The "coding error" was identified by members of the College Management Information Systems (CMIS) network.

One CMIS manager suggested there could be more to the problem than the inclusion of adult learner data.

"I'm not entirely sure where they're getting the figures from for the learner numbers,

Standard Learning Numbers and out-turn funding as they don't agree with our final claim figures (which came from the Learner Information Suite from our final Individualised Learner Record)," the manager said.

"They're clearly not including adults because they're only out by a relatively small number, but it does mean I have no idea what to check it against."

The inclusions of adult learner data in the EFA reports follow significant errors in other data sets published by government agencies.

The National Success Rate Tables for 2010/11 were removed last month after more than 23 per cent of qualifications were found to be showing an "unknown" level, up from 2 per cent in the earlier QSR.

Meanwhile a breach report published by the UK Statistics Authority found that *FE Choices*, a website that allows the public to compare the performance of providers, had 2,700 changes to "unique values".

Lead contractors 'top-slice' more than £175 million

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Lead providers charged more than £175 million in management fees to subcontractors in the 2011/12 academic year, an analysis by *FE Week* suggests.

A Skills Funding Agency (SFA) spreadsheet published on the agency website suggests that contract holders took an average "top-slice" of 23 per cent from subcontractors. It also suggests that subcontractors earned about £581 million, based on original provider allocations worth just over £759 million.

A spokesperson for the SFA told *FE Week*: "There is an expectation that the funding provided is used for the benefit of the learner and spent on their learning programme or provision.

"The amount of funding retained by a lead provider for programmes and provision delivered in whole, or part, by a subcontractor must represent good value for money and reflect the actual costs incurred by each party in the delivery of that provision."

The data, gathered from declaration forms submitted by lead providers, shows that Somerset County Council kept, on average, 37 per cent of the funding it gave to subcontractors, amounting to almost £200,000 in the 2011/12 academic year.

A spokesperson for the council said it had a project and performance management role, which accounted for 15 per cent of the retained funding.

"If a subcontractor cannot complete all the duties they are usually expected to do, the council will take on these duties and keep the appropriate funds," the spokesperson told *FE Week*.

"These duties include promotional activity to recruit learners, providing venues, conducting induction sessions, learner and employer reviews, providing additional support for learners, assessment centre functions and responsibilities, key and functional skills delivery, curriculum development and delivery support."

The spokesperson added that it was a "tailored approach" that reflected the different tasks undertaken by the council and the subcontractor.

However, a subcontractor used by Somerset County Council told *FE Week*: "This particular provider provides us with very few learners; in the main we source them ourselves and engage in huge and costly marketing opportunities to secure both learners and employers.

"We spend a lot of our time chasing the provider for things not completed, which often results in us doing certain aspects ourselves. (Therefore) a 35 per cent management fee is not giving us value for money.

"In this climate we cannot afford to run apprenticeships for nothing. Providers need to realise that we are a business, a business that is completely learner-focused, but one that needs funds to support local employers and their apprentices in achieving their goals."

One subcontractor told *FE Week* in June that the management fees of some FE colleges were a "rip off". A concern since echoed by the Forum of Private Business (FPB).

A spokesperson for the forum told *FE Week*: "Quite simply FE colleges should not be making huge profits at the expense of subcontractors or businesses, the latter who are parting with money in good faith so that their staff

are trained to the best possible standard.

"If colleges are greedily taking bigger and bigger slices of the pie then that has to impact on the overall quality of the training."

Lead providers who subcontract will need to supply a report at the end of the 2012/13 contractual year which proves their top-slice is "no more than is required to cover the actual costs directly incurred in managing its subcontractors."

The Association of Employment and Learning Providers (AELP) said it was discussing a number of solutions, including a new code of conduct, with the Association of Colleges (AoC).

"Subcontracting is a legitimate business practice that we would like to see maintained in the skills sector, but at the same time we don't want to see unjustifiable management fees taking money away from frontline provision," an AELP spokesperson said.

"There are some meaty issues to address here and that's why AELP and AoC have got together to look at possible solutions carefully rather than wait for an imposed solution from above which may not work best for the sector."

Funding rates for functional skills in 2013/14 announced

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The Skills Funding Agency (SFA) has announced the rates for functional skills in the new streamlined funding system for adult learning.

English and maths qualifications will be funded at a base rate of £336, equivalent to 5-12 credits in the government's new "learning aim rates matrix". But a 1.3 Programme Weighting Factor will boost the amount for entry level maths to £437.

A spokesperson for the SFA told *FE Week* that the agency had worked closely with the FE sector to agree the rates, based on current data.

"The agency has made clear that in doing so, further work is needed to explore whether this data is representative of the delivery requirements for functional skills. We will be working with providers over the summer to assess whether we need to revisit this rate when setting the final funding level for 2013/14."

The rates were set with the help of the Funding External Technical Advisory Group.

Chris McLean, vice principal of North Hertfordshire College and a member of the advisory group, told *FE Week*: "I think the sector will be happy with the rates set. There is one pot of funding, which can be spent only once, and therefore it was imperative that the group developed a balanced system that provides a fair income for the activity delivered."

However, Julian Gravatt, assistant chief executive of the Association of Colleges, told *FE Week* that it wasn't a perfect outcome. "We would obviously like to see higher rates to enable colleges to provide more maths and English teaching, but it's helpful that these rates are based mainly on existing funding levels - which

will minimise disruption and allow teachers to focus on teaching."

The new simplified funding system for adult skills will be introduced in the 2013/14 academic year, with shadow working available from September.

The original proposal for a simplified funding system had 30 cash totals in the "learning aim rates matrix", including 10 for apprenticeships.

Revised proposals excluded apprenticeships, but the SFA now says that they will still be funded using the learning aim rates matrix, but boosted by an additional sum yet to be set.

A spokesperson said that the extra money would reflect the additional activity a provider had to undertake when delivering an apprenticeship.

"Due to detailed work needed to establish and validate the value for such an element, the funding group has recommended that details for this are released once more work has been completed, and wider consultation has taken place with employer groups."

The SFA said more details would be published later this summer once the extra funding had been tested and consulted on.

Mick Fletcher, a visiting research fellow at the Institute of Education and consultant, told *FE Week*: "As many of us suspected, simplifying FE funding is proving harder to achieve than BIS thought."

"Fortunately officials have not been afraid to take advice on some of the detail so the system is becoming more sensible as it becomes more complex. Part of the difficulty is that instead of starting with the reality of FE and designing a funding system to fit it, the designers have started with a grand design built around the QCF and are struggling to force large parts of FE provision into it: hence the difficulty of accommodating apprenticeships, or basic skills."

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FE Week investigates

Sixth-form colleges fear for their future

Holly Welham

@HollyWelham

A report by the Sixth Form Colleges Forum (SFCF) warns that many colleges “fear for their future” because of the government’s drive “to create a market” in 16 to 18 education.

The *Sixth Sense* report (see right) argues that the government promotes school and academy sixth forms at the expense of sixth-form colleges. It says that the colleges are treated unfairly in the funding, tax and support that they receive and calls for a “level playing field on which institutions can compete”.

Sixth-form colleges receive £280 less per pupil than school or academy sixth-forms, according to last year’s National Audit Office report on 16 to 18 education.

The SFCF said that the funding gap was much wider in reality. Ian MacNaughton, principal of The Sixth Form College Colchester, said that schools and academies could move resources between age groups as they had funding for 11 to 16-year-olds. Sixth-form colleges, however, did not have these extra resources to turn to.

Unlike their counterparts, sixth-form colleges also have to pay 20 per cent VAT on goods and services. Mr MacNaughton said this cost his college hundreds of thousands of pounds a year - VAT could eat into about 2 per cent of a college’s overall resources. Sixth-form colleges also have to pay full insurance for students, which cost tens of thousands of pounds.

“These issues have been raised with the government and yet they have done nothing about them,” he said.

A spokesman from the Department for Education said: “We’ve been clear how much we value sixth-form colleges. Their record of getting large numbers of students into top universities is outstanding, and they offer fantastic value for money.

“By 2015, we will end the disparity in funding for 16 to 18-year-olds so that all school and colleges are funded at the same rate.”

Mr MacNaughton said funding cuts could make the situation worse. He stressed that the problem was part of a bigger issue of “plummeting” 16 to 19 funding for all institutions.

“The government needs to reconsider . . . what is emerging is just bizarre,” he said.

The report described sixth-form colleges as “engines of social mobility”. Students were more likely to have received free school meals and to have had lower levels of educational attainment compared with pupils in school and academy sixth forms.

But it emphasised their strong performance records, saying that they “outperform all other providers of 16-18 education on a range of measures”.

The overall success rate – how many learners started a qualification and successfully completed it – for schools and academies was 80 per cent, four percentage



points below sixth-form colleges.

James Kewin, the deputy chief executive of SFCF, said: “Why disproportionately hit the sector that does more than any other to take kids from disadvantaged areas with lower levels of prior attainment, and progress them right the way through? It doesn’t make any sense.”

Mr Kewin (pictured above) also highlighted how Ofsted treated sixth-form colleges differently. Colleges were judged using a higher benchmark than school or academy sixth forms. He said an academy could be graded “good” and a sixth-form college “satisfactory”, but the college was the better-performing provider. He believed that this made it difficult for parents and students to make informed decisions, as they were often unaware of the different inspection benchmarks.

However, at the SFCF’s Summer Conference, Ofsted said that from September this year inspections would not present outcomes simply in relation to sixth-form college benchmarks. It also committed to moving towards using a single national average in inspections – a move that Mr Kewin described as “really positive”.

Paul Ashdown, principal of The Sixth Form College Solihull, said that an unfair approach to provision could “undermine” the ability of institutions to work in the best interests of young people.

He said: “The whole dynamic of provision [in Solihull] has changed from one where we were able to work together to promote participation and a range of options for young people, to a pretty unmanaged competitive environment where there’s a focus on getting good students.

“None of us can afford not to be attractive to good students and that means that provision for less academically confident students is much more difficult to develop.”

His college actively engages and supports students from disadvantaged backgrounds, but he said it had had to increase entry requirements. Previously, a student could enrol with four GCSEs at grade C. Now they needed five, including English and maths at grade C, and two Bs.

“It has eroded our ability to take risks with more marginal students,” he said.



Sixth-form college fact file

The figures

Sixth-form colleges: 94 colleges in England

16-18 learners: 150,000 (mainly full-time)

Adult learners: 20,000 (mainly part-time) 19+ learners

Progression: Account for 14 per cent of acceptances to HE (more than independent schools)

Sixth-form colleges vs school and academy sixth forms

Sixth-form college students are more likely to have received free school meals and have lower levels of prior educational attainment than pupils in school and academy sixth forms. Data from UCAS showed that 31.3 per cent of sixth-form college students that progressed to higher education were from the least advantaged areas of the UK, compared to 23.7 per cent of those from schools.

VAT: Sixth-form colleges have to pay VAT on goods and services, but schools and academies are reimbursed for these costs. The SFCF estimated this costs the sixth-form college sector about £30 million per year.

Improvement Support: Further education colleges are entitled to receive support from the Learning and Skills Improvement Service. Schools and academies are entitled to receive support from the National College for School Leadership. Sixth-form colleges, however, are not entitled to receive support from either organisation, or an equivalent body.

FE Week profile

Nigel Duncan ~ his story

Nick Summers

@NicholasSummers

The principal of Fareham

College talks to *FE Week*

Nigel Duncan is incredibly proud of Fareham College, despite its small size. “You can turn on a sixpence and respond very quickly,” he says.

“To pull the team together is just a phone call away, rather than having to plan around lots and lots of diaries. I love that cut and thrust.”

He was appointed principal and chief executive of the Hampshire college in March this year, following 18 months as acting principal.

Although his career in FE started in his early twenties, and has taken him through Solihull, Lowestoft and West Herts College, it's clear that he's only just getting started.

Growing up in Solihull - a middle-class town just outside Birmingham - Nigel says he was exposed to “a very traditional education system. I wouldn't say I was particularly academic at school, but I thoroughly enjoyed it,” he says with a grin.

He has a strong sense of humour, and believes it was nurtured at school through his passion for drama. “What really developed me and gave me the confidence to work in management - and perhaps FE generally - was an exposure to performing arts,” he says.

“Confidence gives you the ability to perform in front of any audience, large or small. If you can express yourself and you can hold an audience, then you will be able to get your message across. If you find that quite intimidating, it can undermine what you're trying to say.”

Food and the catering industry gave him a route into the world of work. He moved to London at 18 and started working as a pastry chef in The Savoy. He says that it was the making of him.

“It gives you that independence. I was staying in Stockwell around the time of the Brixton riots, so it was a real eye-opener at times.

However I loved it because the people I worked with were fantastic, and I learned an awful lot of skills.” He then moved to the exclusive Lygon Arms in Broadway in the Cotswolds, where he rose up the ranks.

His ability as a chef then gave him an opening into FE when he helped a friend cover another lecturer on a part-time basis.

Despite having no formal teacher training - and having to accept a significant drop in pay - he was hooked.

He then moved to Solihull College as a full-time L1 lecturer where, he says, he needed to be “a bit of a show-off at times”.

“There's a little bit of a risk doing it, but I think that's part of the act you have to go through in terms of making sure you're confident all the time.”

Being a lecturer wasn't enough. Every

summer Nigel catered for golf tournaments, Goodwood Festival of Speed and other high-profile events. It was a crucial source of income, but also a way of engaging in CPD.

After two years of working as a technical and vocational education initiative (TVEI) coordinator - as well as an L2 lecturer - Nigel moved to Lowestoft College as a senior lecturer.

“It gave me a whole gambit of new experiences,” he says.

“I was not only senior lecturer for hospitality and catering, but also deputy head of department for health and service industries. So I had caring and health studies, brand new experiences for me to manage.”

He soon found himself on a career ladder at Lowestoft that would last 14 years. In that time he was promoted to head of centre, head of department and director of faculty. He also realised that he had a profound interest in the management and strategy of FE colleges.

“What I learnt was a complete understanding of further education,” he says.

“I was hungry to find out how does this college business work? How does the college make money? How does it operate? How is it managed and how is it funded?”

While working at Lowestoft, he completed an MBA in educational management at the University of Leicester. But by this point both his children had left school, so it was the perfect opportunity to make a move.

“Lowestoft was brilliant, and I still consider my experience there as the most important in my FE career, but my interest in management meant that I needed to move to experience other colleges,” he says.

“I don't think you ever realise what it's like to be a principal until you actually become one”

“I thought I had better move to experience a larger college.”

Working at West Herts College couldn't have been a better fit. As director of learning for service industries, Nigel experienced the college as it tried to reinvent itself as a “serious contender” in the FE sector. It earned him a promotion to director of curriculum.

“It was going through some quite radical changes,” he recalls. “But on the back of that I felt I was finally in senior management. I had experienced all the HR issues that you go through, all the resourcing, planning and strategic issues - it was a very steep learning curve, but extremely rewarding.”

Looking ahead he realised that he would need to create his own opportunities if he was to become a vice-principal.

“As you go up the ladder the opportunities



become fewer and fewer, because the number of jobs at that level are fewer,” he says.

“You can't just wait around and hope someone will knock on your door and say ‘how do you fancy being our principal?’ It's not going to happen.”

Not afraid to travel around the country, Nigel then took a job at Fareham College. It was not an easy time with the college needing to address some quality issues. But it was the challenge, coupled with the intimacy of a smaller organisation, that kept him hooked for the next four and a half years.

But then in September 2010, the then principal, Carl Groves, became ill. After just a few weeks the corporation asked Nigel to step into the role as acting principal.

“I don't think you ever realise what it's like to be a principal until you actually become one,” he says.

“You're everything from accounting officer to chief executive and head of the organisation.”

Nigel had to run the college as acting principal for 18 months at a time when funding cuts were hitting the sector hard. However, he says he almost always had the support of his staff.

“Even during times that are pretty uncomfortable and pretty tricky, I think that as long as you tell staff why you're having to do it,

and what the rationale is behind it, nine times out of ten staff will say ‘we can understand what is happening’.”

Fortunately Nigel was able to visit the former principal weekly, asking him for advice and updating him on the college's progress.

“I always had very good relationship with him, so I talked it through with him and got his endorsements for what I was trying to do,” he said.

Mr Groves did return to the college, but took early retirement a few months later on the grounds of ill health. The post of principal was then advertised nationally, and Nigel was appointed earlier this year.

“It's certainly an empowering job,” he says.

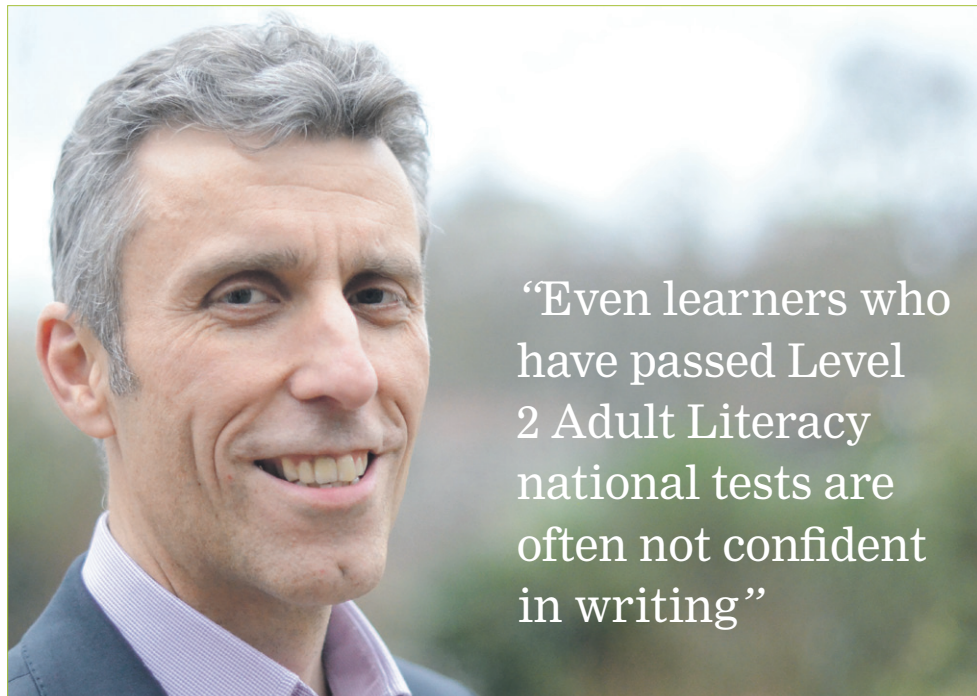
“You can make decisions that really liberate people's skills and have an impact. Being a principal is really, really fantastic in that sense.”

Nigel is now focused on making sure that Fareham College “moves forward in the right direction. We have to be very careful about where we spend our money, and what we use it on,” he says.

“While we live in uncertain times and nothing can be guaranteed, we must ensure that we remain focused, and that our efforts and our investments, always contribute to the performance and success of the college and its students.”

FE Week Experts

Moving to functional skills



“Even learners who have passed Level 2 Adult Literacy national tests are often not confident in writing”

The change to Functional Skills comes after almost a decade of one approach to literacy and numeracy provision and, on the whole, this change is welcome. For a long time, there has been a groundswell of concern that the Skills for Life strategy became about chasing qualifications and preparing learners for multiple-choice tests rather than developing skills across the whole curriculum. Many providers and tutors feel that this kind of testing, while effective to a point, is not always a valid measure of whether skills have been consolidated or can be applied in different contexts. Feedback gathered by NIACE from the Adult Pilots for Functional Skills confirms this, highlighting that even learners who have passed Level 2 Adult Literacy national tests are often not confident in writing.

But with change comes challenges. For the current cohort of adult learners who want to progress, there is an issue that the next level of Functional Skills will be more difficult to achieve compared with previous qualifications. Whilst a more robust system of assessment is welcomed, developing learners' abilities to pass Functional Skills assessments, particularly for those learners at lower levels, will take longer and be more demanding for them. Most of the challenges reported by the pilots have been about the higher demands of Functional Skills assessments compared with previous qualifications.

This issue may be addressed by developing a unit based curriculum for those with the lowest skills, an approach currently being explored by some awarding organisations. The importance of measuring distance travelled for some learners was flagged in the Skills for Life Review carried out by BIS. This also is being piloted. These are welcome developments to address the needs of learners at entry levels who may struggle to develop the range of skills and independence needed to achieve whole qualifications in Functional Skills.

Encouraging independent learning is critical for Functional Skills learners as this is a skill that will now be tested. Although we want

learners to think and work independently, this takes time to achieve. One pilot provider found that maths learners struggled with the open-ended format of the questions in the assessment and whilst learners were confident enough to work through the first two stages of a scenario, they were not confident enough to carry the scenario through to reach a conclusion, needing much more support along the way.

Where the real strength in Functional Skills lies is how they recognise that English, maths and ICT are the basis of all learning, and need to be taught in context. Subjects are more connected than previously and there is a need to consider the learner 'holistically' rather than advising them to progress up the levels in one subject. Learners are taught how to apply skills and to link topics together, enabling a better understanding of how topics relate to each other and perhaps most importantly, link to everyday contexts.

As NIACE Inquiries into both Literacy and Numeracy learning have recommended, learning should be made practical and relevant to the lives of learners, preparing them for life and work. One pilot provider sums it up neatly, by saying that Functional Skills provide a 'toolbox of skills' where adults learn to match and use the right tool for the situation. This is a desirable outcome but we must listen and respond to concerns of learners and practitioners as we make these subtle but significant changes in what we teach and how we assess. The skills remain the same but the complexity and familiarity of the context and the autonomy of the learner in applying these skills are now equally important.

As we move to a new approach for everyone in September, we need to ensure that despite all it achieved there were inequalities in Skills for Life, such as fewer achievements for marginalised learners and those at lower levels, and less progress in numeracy than for literacy. It is vital they are not entrenched or repeated.

David Hughes, chief executive of the National Institute of Adult Continuing Education

Pre-apprenticeships offer the sector a NEET solution

It will not shock you to the core when I say that young people often leave school ill-equipped for the workplace. I'm staying clear of schools' bashing because schools are under all sorts of pressures, and it can be difficult to understand the employment needs of a fast moving economic environment, when you're predominantly schools' based.

Many of us have worked with employers who for understandable reasons don't have the time or money to hire someone who doesn't have the skills for the job. We are still flooded with well-trained workers from abroad — it's one of the downfalls of an open market. The other is the still shockingly high youth unemployment figures.

Is it the responsibility of business to work with 'difficult' teenagers and young adults, who are seen as having poor social skills, can't get out of bed to get to work and don't know how to behave or present themselves?

Employers' reluctance to take on young people is, unfortunately understandable.

What I have just described is a common perception; these young people are not only swelling the youth unemployment figures they are often seen as unemployable.

“Businesses trying to make ends meet see a young, inexperienced worker as an unnecessary risk”

If you are considered unemployable, how do you change that? What help is on offer? How is it accessed and, is government taking this seriously?

In the present economic climate, some businesses are under pressure to make ends meet, many see a young, inexperienced worker as an unnecessary risk. Can we blame them?

A report out last month from think tank, The Work Foundation, agrees. *Lost in Transition? The changing Labour market and young people not in education, employment or training* says: “The number of young people who are not in employment, education or training (NEET) has been rising for the last decade . . . and the characteristics of NEETs have changed over this period.” It also says that labour market changes have affected the transition for young people from education into employment.

Paul Sissons, one of the report's authors,



says that young people need assistance at “this crucial point of transition”.

To make a sustainable dent in our youth unemployment, we need pre-apprenticeships, and we need these to be properly funded by the government. Employers need to know about them too, and be encouraged to take these young people on. Otherwise, why would they? There needs to be recognised qualifications for pre-apprenticeships that give people a real step-up to a full apprenticeship.

“It's time to take pre-apprenticeships seriously. We need to stop thinking short-term”

Look at what Jamie Oliver has done with the Fifteen Foundation; what the foundation offers the budding chefs is more than a job opportunity — it's basically, at the beginning of the programme a very good pre-apprenticeship, but it's too exclusive, and only available for a limited number of students — if it works in catering, it works in other business sectors too.

It's time for government, employers and training organisations to take pre-apprenticeships seriously: If we don't, we will never tackle our NEETs problem, or our youth unemployment problem. We need to stop thinking short-term and fix these problems that are holding back UK plc for good.

Graham Hasting-Evans is the Managing Director of the awarding organisation NOCN

FE Week Experts

National day of action united FE against cuts and barriers to skills

After giving strong opinions on a comedian's individual tax affairs, but refusing to be drawn into the individual tax affairs of Conservative Party donors, the Prime Minister returned to safer ground this week and launched an attack on the UK's welfare entitlement culture.

As well as announcing plans to cut housing benefits for people aged under-25, he attacked the previous government for 'trapping' people in a benefits system that actively discouraged them from wanting to work.

On the day of the Prime Minister's keynote speech, the *Daily Telegraph* reported that there were 23 applications for each job vacancy.

Demonising people who are out of work as feckless might score the Prime Minister some political points, but government policy is doing very little to help the huge numbers of unemployed people off benefits and back into work.

Furthermore, government policy is restricting access to education and training. As well as swingeing cuts across further and higher education, people over the age of 24 wishing to

take A-level equivalent qualifications will see the cost of their course double from 2013, forcing them to take out loans to pay for the full cost of their college tuition.

"It is essential that the government, in light of its own shocking assessment, halts the plans"

This new FE loans system emulates the worst aspects of the government's higher education funding reforms and will, in all likelihood, increase the number of benefit claimants.

It should come as little surprise, therefore, that many within FE have united against it. Last Friday staff and students from colleges across England lobbied their MPs as part of a national day of action against the plans.

The government's initial assessment on the

impact of the new system predicted a 20 per cent drop in the number of learners aged 24 or more. However, the latest assessment suggests that ministers now expect a 45 per cent drop, which means there will be more than 100,000 fewer students in our colleges by 2014.

This is a quite astonishing number and will result in course closures, job losses and vastly diminished opportunities for adults who need a second chance in education. Colleges are quite simply not ready or able to absorb a reduction in student numbers on this scale.

It is essential that the government, in light of its own shocking assessment, halts the plans and looks again at the impact they will have on institutions and learner numbers.

The Prime Minister can talk all he likes about reducing welfare entitlement, but how will erecting punitive financial barriers to study encourage people to get off benefits?

It is policies like FE loans that are really 'trapping' people and stopping them from getting the skills they need to find jobs.



Sally Hunt is general secretary of the University and College Union (UCU)

Is Ofsted inspecting the waves or the sea?



Last week, a students' union representative at a large college described to me a wonderful teacher who in every internal observation inspired students and observers alike, and was an amazing teacher for the students throughout the year.

Come the last Ofsted inspection, after the build-up of pressures and mounting apprehension, the part of his teaching session that was observed was judged inadequate. The students were stunned into silence as they saw their teacher attempt a totally atypical and much-rehearsed activity artificially designed to be

'just the ticket' for Ofsted. Alas, not only was the teaching lacklustre for 25 minutes, the students were noticeably disengaged and, to the very discerning, silently shocked. The lead-in time for inspection and the concomitant nervous anticipation led to perverse effects in this case, and we know of others too that prevented inspectors from seeing normal and often truly great teaching and learning. A loss all round.

The inspectorate's renewed central focus on teaching and learning is welcomed by the Institute for Learning, as are short-notice inspections and Ofsted's commitment to drawing at least 50 per cent of its additional inspectors from the sector, as current practitioners. Teaching and learning is the core business for colleges and providers, and finally inspections will mirror this.

Nevertheless, the change in inspection from September does represent a paradigm shift, like shifting sands. As with any such change, there is a need for preparation, updating and training. We understand that training is well under way for inspectors in using the new common inspection framework and the new guidelines published in June. Before the new inspections go live, inspectors will have had four days' training. This includes looking at independent research evidence on effective and expansive learning environments; focusing on the range of evidence to look for and consider in reaching judgements on teaching, assess-

ment, learning and learners' engagement in effective learning; and working together on how to ensure rigorous and fair inspection with consistency of approach. Consistency of judgement is vital to giving confidence.

Further education has been caught in a cross-current recently, as several inspections led to grades that were very different from expectations. Does this mean that teaching and learning is better or worse than it was over the last few years, or is it that the inspector's torch is being shone in a new and more searching way?

Moderation processes help ensure that judgements are sound, including where a grade 4 or grade 1 is given. IfL thinks that a change of more than one grade also should merit additional moderation, which would give increased confidence that inspectors were looking – to pursue the coastal metaphor – at the sea and its quality, rather than alighting on an individual wave, eddy or swell.

Occasionally there will be a spring tide that shocks, but the inspectorate's steady gaze needs to be on the seascape of an institution and the overall quality of its teaching and learning. Inspectors surely also have a responsibility to bring insights and value to each teacher and trainer observed and a greater understanding of quality to the institution overall.

IfL's recent consultation with our members

on inspection showed that too many teachers felt they did not receive feedback after inspectors had observed their practice. We welcome Ofsted's commitment to ensuring that every teacher observed will be given individual feedback.

Inspection matters to our members. Inspection criteria affect how they approach their practice, and the kinds of performance sought by their managers and the organisation's leaders. There are myths about inspection. There are also opportunities for every teacher to get the most they can from inspection.

As the professional body, IfL will be working with teachers and trainers to support and inform them about inspection over the coming months. We will give practitioners a chance to ask questions about inspection and to share experiences, so that inspection is not perceived and experienced as being 'done unto', but as an opportunity for inspectors with a deep interest in teaching and learning, for a short and concentrated time, to work alongside professional teachers and trainers. Both will be learning as much as they can from each other, building trust, understanding each other's perspectives and judgements on what works best for learners, and where they have reached.

Inspection is of a sea, not of churn and storm, but waters of calm and steady reflection. *Institute for Learning (IfL)*

FE Week Experts

A traditional solution to an age-old problem

No one should doubt Professor Alison Wolf's words when in her review of 14-19 education she said that 'English and Maths GCSE (at grades A*-C) are fundamental to young people's employment and education prospects. However, as we once again focus on improving the English and Maths skills of the flow into and stock of the workforce we must not forget that for many the leap from failure to success in GCSEs remains a step too far. In Wolf's own words '... less than 50% of students have both (English and Maths) at the end of Key Stage 4 (aged 15/16); and at aged 18 the figure is still below 50%. Only 4% of the cohort achieve this key credential during their 16-18 education.

The strength of the learning and skills sector is that whatever a learner's previous achievements, it will set about removing doubt and uncertainty and replacing these with confidence and capability. So as we prepare for the deregulation of the Skills for Life qualifications and given the Government's own data and admissions of systemic failure colleges, employers and training providers can be excused for once again asking, 'why should the learning and skills sector step up the mark and accept the challenge of addressing the shortcomings of compulsory schooling'. The answer of course is simple: it is because we can and because we must.

Lifelong learning may have become an outmoded phrase yet it still describes the importance of ensuring that as individuals, as communities and as a society we work cooperatively and collaboratively to realise the potential of everyone at whatever age or stage they feel able to commit to, and engage in, developing their skills. But we need more than belief, and commitment, we must have access to the resources and the tools we need.

Functional Skills are important tools and will provide part of the solution. Having evaluated the Functional Skills pilots for the Government I remain concerned that this summer's deregulation of the Skills for Life qualifications will leave a large hole in the developmental and progression framework for English and maths and, as a consequence, potentially disenfranchise many young people and adults.

This is not to make the case for the retention of these literacy and numeracy qualifications, the time has long passed when they could be updated and refreshed.

Like the Key Skills of communication and application that they nested within they were of their time and have fulfilled an important role in re-engaging those furthest away from learning with low or no qualifications as well as providing evidence that contextualised and inspirational teaching and learning can reinvigorate even the most reluctant learners.

The Coalition Government also acknowledged that GCSEs, and Functional Skills may for some be a bridge too far, at least in the first instance. In accepting Wolf's recommendations Michael Gove, said that the Government would ... ensure that all young people study and achieve in English and mathematics, ideally to GCSE A*-C, by the age of 19. For those young people who are not immediately able to achieve these qualifications, we will identify high quality English and maths qualifications that will enable them to progress to GCSE. This approach will be even more necessary if the latest ideas around re-introducing 'explicitly harder' 'O' Levels in 2014 are implemented.

It is not just at secondary and post 16 level that

“Future solutions for English and maths must bring clarity, coherence and cohesion to a range of competing requirements”

we can see demonstrations of the political will to secure sustainable change in how we address the fundamental pillars of learning; for example in the consultation on the revised National Curriculum at Primary Level Michael Gove has asked for a greater focus on proficiency in English, maths and science. And on assessment, the expectation that there will be a direct relationship between what is taught and what is assessed.

So why in an article focused on the needs of the learning and skills sector am I taking up valuable inches commenting on the new primary curriculum? The answer is straightforward, many of the issues that we have to address at post-16 in colleges and post-19 in the workplace owe their legacy to poor teaching and learning at primary level as it is there that the foundations in English and maths are laid and it is there where the insecurities and uncertainties of adult learning begin.

To return to the challenges for the learning and skills sector what are these 'high quality English and maths qualifications' that can eliminate illiteracy and innumeracy replace them with fluency and proficiency? Also will the post-Wolf qualifications eliminate many of the competing and conflicting demands and ex-

pectations that have bedevilled their predecessors, where English and Maths qualifications are required to:

1. be demanding but capable of engaging the disaffected and disinterested
2. develop and demonstrate knowledge, skills and understanding for a diverse set of contexts and settings but be easily readily comparable and credible
3. be accessible and flexible but reliable and valid as national qualifications
4. be taught and delivered by a diverse range of teachers, trainers and supervisors yet there remains no sustained incentive or requirement for the professionalisation of this workforce
5. be easy and inexpensive to administer and deliver to a mass audience but provide rigorous and valid assessments of capability and competence.
6. be valuable to candidates and valued by employers yet there remains little recognition and understanding of what capability is guaranteed by these qualifications.

Future solutions for English and maths must bring clarity, coherence and cohesion to a range of competing yet equally important requirements. They must balance the ambitions of the Government to increase the literacy and numeracy skills of the adult population, raise the number of individuals both 16-18 and 19+ participating in the apprenticeship programme especially at higher levels and at the same time bring credibility, rigour and validity to the development of English and maths capability at all levels. For this balance to happen there needs to be greater recognition of, and greater focus on, the fundamental elements of these subjects and skills together with the development of a deep understanding of the rules associated with their application.

I am convinced that we need to return to a time when everyone recognised that learning brought with it some challenges, that overcoming these challenges was important if progress, reward and success were to be achieved and that these challenges required commitment from, and effort on behalf of, those seeking to improve their capabilities as well as those providing leadership and management of the learning process.

This does not mean that the valuable learning of the past 12 years must be ignored, lost or rejected:

- Skills for Life proved that there is a genuine appetite for qualifications from those at the very beginning of their learning journey
- Applied, digital technology has secured its place as a learning enabler and facilitator whether it is the flexibility of access or the ability to support scalability and volume
- Employers and Employees recognise the importance of English and maths competence



their expectations and requirements differ according to sector, roles and responsibilities

- Contextualisation is essential for meaningful and motivational teaching and learning but too often becomes a barrier to acceptable and accessible assessment under test conditions
- People who are proficient in English and maths skills are competent and confident people and confident, competent people are prepared to invest in their own learning to realise their potential.

For Wolf's analysis of vocational education to be sustainable and viable, the learning and skills sector must have access to a progression framework for English and maths that is realistic and relevant. My belief is that Functional Skills and GCSEs are insufficient to provide a solution that is acceptable to, recognised by and relevant for, all learners within the sector. My interpretation of the policy context is that the so-called 'stepping stone' qualifications can become the final piece of the progression 'jigsaw'. The danger in identifying the need for a further set of qualifications is that what is developed are parallel programmes of study or qualifications that compete with, and therefore undermine, Functional Skills or dilute the requirements of GCSE.

Again let me return to the latest developments within the primary curriculum for English and maths where proficiency is the focus and capability and confidence the required outcome. The commitment is to make sure that future generations develop a clear understanding and recognition of the subjects' basic elements. If it is good enough for the future why should it not be good enough for the present?

If GCSEs or their replacements are the gold standard for general education, and Functional Skills provide proof of application and problem solving, surely what is nweeded from 'stepping stones' is a guarantee of competence, capability and proficiency in the fundamentals of English and maths. With proficiency the current 'leap' will become a manageable 'step' and the potential failure will become a confident and capable individual.

Barry Brooks
Group Strategy Director, Tribal

FE Week on tour

Vocational education the Swiss way

As another review into apprenticeships begins, guest reporter Shane Chowen visits Switzerland and reports on what we can learn from their apprenticeship system

For me the decision was easy. Most of the students at my school got apprenticeships, my dad did an apprenticeship; it's a normal thing to do here. I'm looking forward to working for a few more years before going to university."

This quote, from a fourth year IT apprentice at a large Swiss bank might strike you as unusual for all sorts of reasons. You probably don't know any Swiss IT apprentices for a start.

It might be the fact that most of his class went on to do an apprenticeship. In fact, in 2011, two thirds of Swiss school-leavers went on to do apprenticeships.

It might be that he's a fourth year apprentice. Almost all apprenticeships last for three years in Switzerland, some trades require four but never less than three.

Or maybe it's that he's off to uni in a couple of years; about 20 per cent of apprentices take what's called the Federal Vocational Baccalaureate which entitles them to a place at a University of Applied Science and, if they pass a further aptitude test, one of the country's two Federal Institutes of Technology.

The academic and vocational education systems are intertwined so this kind of progression is possible and the universities are managed so that they can't select between people who are qualified; if you get the grades you get a place.

In last week's *FE Week*, I reported on my recent study trip to Switzerland through the Swiss Embassy and an organisation called Presence Switzerland. It was a packed programme and I learnt loads. But what can we learn from a system that has the game-changing advantage of being embedded within the nation's culture for more than a century?

To start, we need to agree on who and what apprenticeships are for and build a system around that, rather than letting a system develop and then arriving at debates over definitions. Of course you can't create a consensus overnight, but in Switzerland, for example, everyone knows where they stand.

Employers know that that it is their responsibility to deliver occupational and vocational training to a high standard, they know that they are training a member of their own team and so are willing to invest in them and in the next generation of their trade. When asked about how he would react if someone he paid to train left to work for a competitor, one trainer told me "it's an opportunity; we need to understand why they didn't want to work here anymore."

Professional associations know that they act as guardians to their occupations; they know that they need to safeguard for the future by telling the apprenticeship system what is needed, and they know they need to be driven by employers so monitor short term employment and skills needs.

Vocational schools (a bit like FE colleges) are state owned, they know that it is their responsibility, on behalf of the state, to provide a broader, general education including things such as languages, citizenship and sport alongside their vocational studies.

For too long, perhaps, we've seen apprenticeships as something intentionally separate from the education system and forgot the education part of it. Vocational training, no matter how specific a framework, is still education; which means creating a holistic experience of learning a trade, becoming an active citizen and being able to thrive in your community. I think that we forget that here sometimes, and it wouldn't take centuries of cultural development to change that.

Then comes the responsibilities of the state, which in Switzerland are devolved to the cantons. One of the reasons that the Swiss believe their system is successful (as they judge by their low youth unemployment figure of 7.2 per cent) is the devolved nature of their apprenticeship system means that the professions and companies say what skills are needed, and where and what the jobs are, which feeds directly then into careers advice and in shaping the curriculum. It also works because there is a single curriculum for each trade or profession.

A 'national curriculum' for each trade leading towards a single, universally (not in the cosmic sense) recognised federal qualification.



It's straightforward, young people at school understand it, companies know what they're getting from job applicants and they know how to influence things outside the flexibilities they get in the frameworks. In other words, an apprentice plumber in a north west canton of Switzerland will follow the same curriculum for the same qualification as an apprentice plumber in a south west canton.

There's a legal requirement that every five years, curricula of the federal vocational qualifications have to be reviewed to ensure that the trades and professions evolve and adapt with the times. This process involves the relevant professional association, the cantons and the federal government, to a minimal degree, under the Swiss Federal Institute for Vocational Education and Training.

They see no need for private providers, or for awarding organisations.

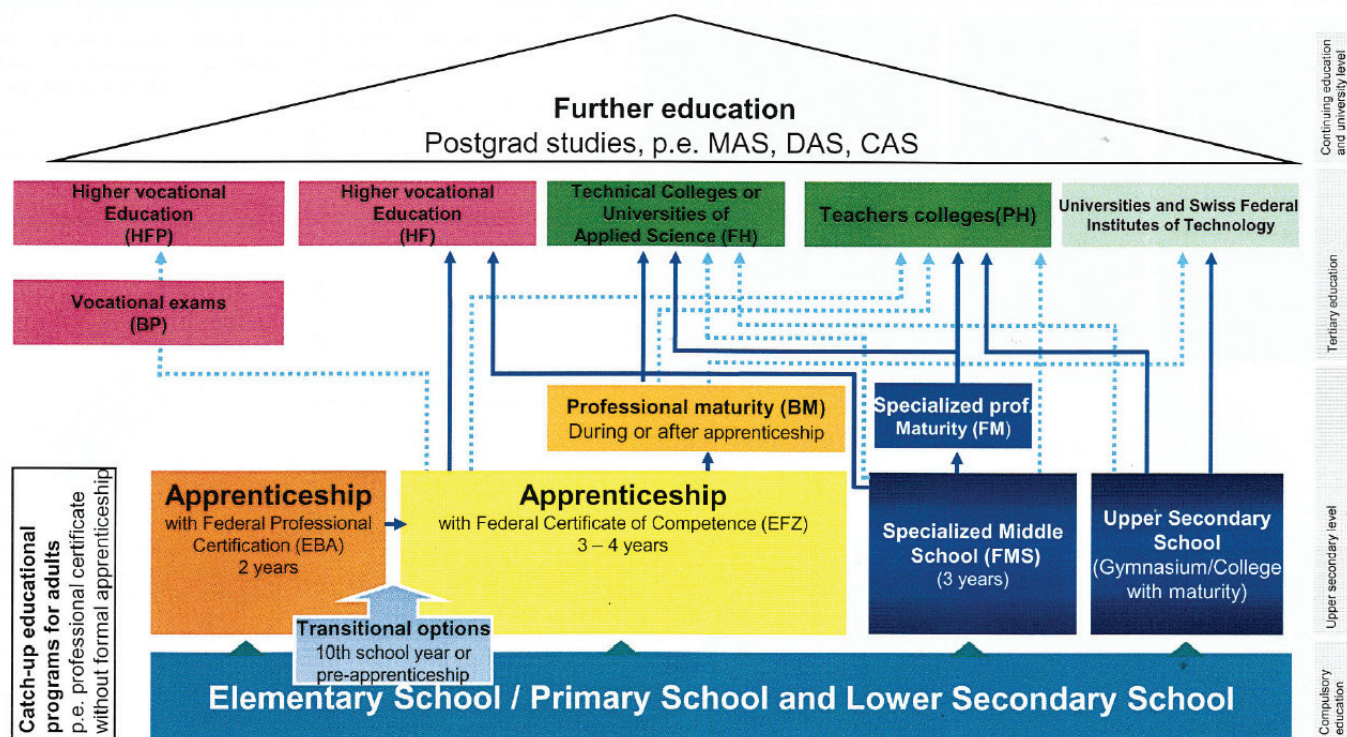
The state also takes its careers guidance responsibilities seriously. We visited the cantonal offices of Solothurn where we were shown what is effectively a local authority website displaying all the apprentice vacancies in the area; and because apprenticeships start with the academic year, companies can easily plan when a third or fourth year is about to graduate so they can get recruiting early on. It's was a bit like a cross between UCAS and the *FE Week* jobs page.

All of this has been possible because politicians have kept well away. They've created an infrastructure that gives confidence to the public and they've let the players do their thing within it. Effectively, the apprenticeship system is able to run and develop by itself on its own terms, not facing excruciating reform at every change of administration. The local authorities are empowered through law and employers are empowered through their respective professional associations.

What else do you need?

Post mandatory educational opportunities

Career Counselling and Information Center of the Canton Solothurn

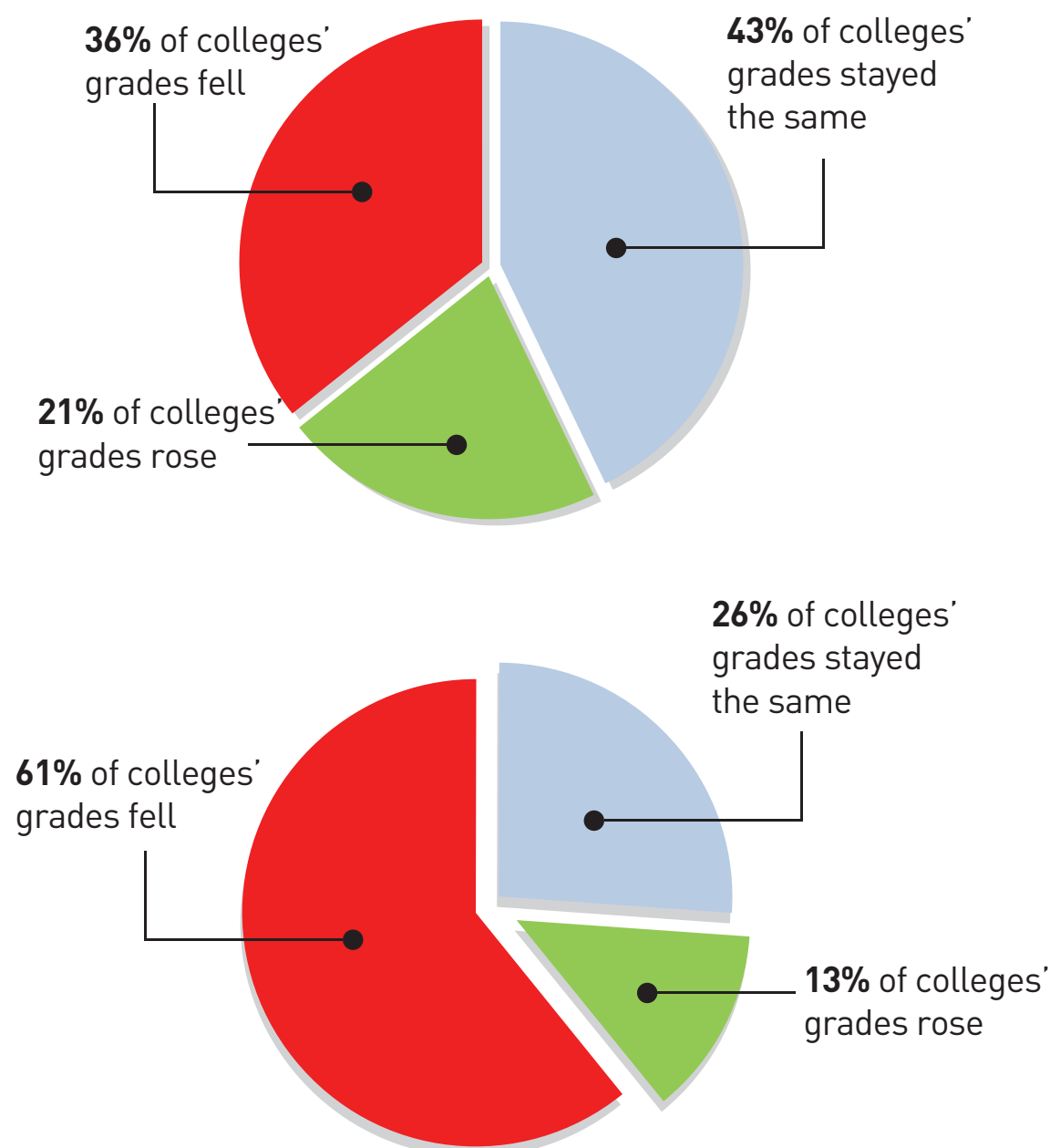


Note: This overview only shows the formal educational opportunities in the Canton of Solothurn. You may request further information on other opportunities at the educational institutions or the Career Counselling and Information Center BIZ.

— Direct access (for higher vocational education and University of Applied Science, preparatory education is required.)
 Education with additional requirements (p.e. internship, entry exams, transitional options)

FE Week gets technical ~ Ofsted grades

There has been much interest in *FE Week*'s analysis of recent college inspection grades. Here we bring you an updated version, including Tower Hamlets College, Leeds City College, South Thames College, Hereford College of Arts and Gateshead College



Crisis for London colleges? Table of all London GFE College inspections since Jan 2011

College	Current grade	Inspection date	Previous grade	Inspection date	Total increase or decrease
South Thames College	2	14-May-12	2	01-Jun-09	0
Tower Hamlets College	3	30-Apr-12	3	09-Mar-09	0
Kensington & Chelsea College	3	09-Mar-12	2	26-Feb-07	-1
Lewisham College	3	02-Mar-12	1	24-Apr-06	-2
Lambeth College	4	20-Feb-12	2	25-Feb-08	-2
Southwark College	4	05-Dec-11	3	15-Mar-10	-1
West Thames College	3	22-Nov-11	2	14-May-07	-1
Westminster Kingsway College	2	28-Mar-11	2	28-Jan-08	0
The College of North West London	3	28-Mar-11	2	29-Jan-07	-1
The College of Haringey, Enfield and North East London	3	17-Jan-11	2	12-May-08	-1
Ealing, Hammersmith & West London College	3	10-Jan-11	2	13-Nov-06	-1

College	Inspection Grade	Inspection date	Previous inspection grade	Inspection date	Total increase or decrease
Gateshead College	3	14-May-12	1	10-Nov-08	-2
Hereford College of Arts	3	14-May-12	4	28-Mar-11	1
South Thames College	2	14-May-12	2	01-Jun-09	0
Leeds City College (no previous as a merged college)	2	14-May-12	n/a	n/a	n/a
Tower Hamlets College	3	30-Apr-12	3	09-Mar-09	0
Barnfield College	3	23-Apr-12	1	04-Jun-12	-2
Stafford College	4	16-Apr-12	2	09-Nov-09	-2
Yeovil College	2	16-Apr-12	3	03-Nov-08	1
Derby College	3	30-Mar-12	2	16-Nov-07	-1
Petroc	2	19-Mar-12	1	09-Oct-07	-1
Derwenside College	2	19-Mar-12	2	22-Sep-08	0
Great Yarmouth College	3	16-Mar-12	4	12-Nov-10	1
North Warwickshire & Hinckley College	2	16-Mar-12	1	29-Oct-07	-1
Kensington & Chelsea College	3	09-Mar-12	2	26-Feb-07	-1
Stratford-upon-Avon College	3	02-Mar-12	2	05-Mar-07	-1
Lewisham College	3	02-Mar-12	1	24-Apr-06	-2
City of Wolverhampton College	4	20-Feb-12	2	10-Dec-07	-2
Lambeth College	4	20-Feb-12	2	25-Feb-08	-2
Macclesfield College	4	20-Feb-12	1	25-Sep-06	-3
Knowsley Community College	4	06-Feb-12	2	25-Feb-08	-2
Brooklands College	3	06-Feb-12	3	05-Oct-09	0
Canterbury College	3	30-Jan-12	3	01-Oct-07	0
South Essex College of Further and HE	3	30-Jan-12	2	12-May-08	-1
Wiltshire College	3	16-Jan-12	3	08-Oct-07	0
Peterborough Regional College	2	12-Dec-11	3	14-Apr-08	1
Southwark College	4	05-Dec-11	3	15-Mar-10	-1
K-College	3	05-Dec-11	2	27-Feb-06	-1
Askham Bryan College	2	05-Dec-11	3	01-Oct-07	1
Burton and South Derbyshire College	2	05-Dec-11	2	26-Nov-07	0
Henshaws College	2	22-Nov-11	2	21-Mar-06	0
Sussex Coast College Hastings	4	21-Nov-11	3	12-May-08	-1
Stephenson College	3	21-Nov-11	2	04-Dec-06	-1
Bishop Auckland College	2	21-Nov-11	2	26-Nov-07	0
Plumpton College	2	21-Nov-11	2	04-Jun-07	0
Kidderminster	3	14-Nov-11	2	30-Mar-09	-1
Farnborough College of Technology	1	14-Nov-11	3	26-Nov-07	2
Central Bedfordshire College	3	07-Nov-11	3	28-Apr-08	0
Shrewsbury College	3	31-Oct-11	3	28-Jan-08	0

FE Week event...

WorldSkills UK squad selection highlights

Shane Mann

@ShanerMann

Hundreds of skilled and talented FE students from across the UK last week fought for a chance to take place in WorldSkills, the world's largest skills competition.

They descended upon Stephenson College and North Hinckley and Warwickshire College, following the confectionery selections held in London late last month.

After months of preparation, competitors underwent a series of challenging tasks over several days, competing for a chance to represent the UK in next year's WorldSkills Championship in Leipzig, Germany. Judges were on the lookout for the cream of FE talent, with hopes of beating last year's tally of four gold medals.

“There has been a positive impact on our success rates”

The two colleges were transformed by the WorldSkills UK team into testing and examination centres. Stephenson was the base for skills such as stone masonry (a gold medal-winning skill for the UK last year) and refrigeration; while over in Nuneaton, North Hinckley and Warwickshire staged selections that included hairdressing, web design and cookery.

Competing in an international competition is by far one of the greatest symbols of achievement in any skill; competing within WorldSkills provides much more - and has become a life enhancing opportunity for many competitors.

Former Weston College student and now staff member, Hayley Wright, who competed in beauty therapy at last year's world competition in London, spoke to *FE Week* about the opportunities that being a competitor has created.

Helping at this year's selections, Hayley said, “I had always dreamed of owning my own beauty therapy salon one day; never in a million years did I expect to be standing here today mentoring the UK's competitors in a global competition.

“I picked up many new skills as a competitor. These were recognised by my college, who, after the competition, encouraged me to become a teacher. I'm now doing my training and absolutely loving it.

“Would-be squad members love the fact that as alumni we are able to offer a perspective as

previous competitors. It provides much greater reassurance and allows us to pass on the skills that we were taught.”

A key aim of WorldSkills UK and the National Apprenticeship Service (NAS), who have responsibility for managing the UK's entry and performance in WorldSkills, is to ensure that all former competitors are an integral part of the training process. A relaunch of an independent alumni association and advisory board is in the latter stages of development and is expected to be launched in the next couple of months.

Competitors would be unable to develop and succeed at these competitions without the immense support that the professionals provide. Peter Waters, training manager for painting, explained that before the shortlist selection, competitors had undergone various training programmes to help to prepare them not only for the competitions but also the exposure that they would receive.

“I have been working with these particular students since April of this year. Only a few weeks ago the three competitors here today spent almost two weeks with me developing their skill and making their approach to the competition more professional. Getting this far in the competition provides them with the opportunity to undertake one of the most comprehensive and challenging training programmes around, leading to the acquisition of skills that are stronger than the typical industry standard.”

Marion Plant, principal of North Hinckley and Warwickshire College and a WorldSkills champion (official supporter), is one of the loudest and most vocal supporters of the transforming nature that WorldSkills can provide. “Even before I became principal our college was taking part in WorldSkills competitions; they are a major part of what we do here and have become central to our business strategy.

“Competitions are now embedded within the teaching and learning of all courses”

“The impact has been two-fold. First, there has been the positive impact that it has had on our success rates. Skills competitions are now embedded within the teaching and learning of all courses, leading to more than 74 per cent of our students' participating in a WorldSkills-associated activity last year.

Ofsted also recognised our engagement



Nigel Leigh, principal of Stephenson College

Pictures by Shane Mann



Marion Plant, principal of North Hinckley and Warwickshire College

with WorldSkills as positive. Second, and most important from my perspective, is the transformational impact that it has had on the culture of our college.”

Nigel Leigh, principal of Stephenson College, said that he agreed the competition engaged and encouraged students across all levels. “As the college principal I act as the East Midlands Regional WorldSkills champion and I encourage providers in our region to incorporate competitions into their work, and to use them as one way of promoting their organisation at the Skills Show at the NEC in November.”

Jaine Bolton, director at NAS and UK official delegate to WorldSkills International, said: “I feel privileged to be able to be part of the selection for our UK Squad. It's overwhelming to witness the determination and hard work of our competitors, training managers and professional coaches.

“For those that are selected, these competitions are just a small part of an incredibly challenging and enhancing year. The opportunity to become a squad member provides a truly stretching and stimulating training programme that has invaluable benefit to competitors.”

Ultimately just one competitor, from each of 41 skills, will represent the UK at the 2013 WorldSkills Championship; the next few months will be spent ensuring that team UK is prepared to compete in the global arena.

Most competitors who make it into Squad UK will also take part at EuroSkills in Belgium in October this year. The squad selections will be announced in the next couple of weeks.

FE Week will be following the journey of the UK competitors from selection to the grand finale at the Leipzig WorldSkills Show in 2013.



Competitor Reece Johnston and training manager Peter Waters in the painting competition



Hannah Clague, Charlotte Macey and Emma Rodgers participated in the hairdressing competition



Stephanie Tues preparing her final piece for floristry



There were three wood work skill competitions: joinery, cabinet making and carpentry.



The UK won a gold medal for stonemasonry in 2011; fingers crossed for 2013

FE Week campus round-up

Chinese dragon at City College Coventry



Students and tutors at City College Coventry have welcomed a Chinese dragon on to their Swanswell campus.

The dragon was given to the College by members of a Chinese delegation, who visited earlier this year and staged a series of visually stunning performances, including the dragon dance.

"The visit of the Chinese delegation was a

highlight of this academic year," said Paul Taylor, the principal. "It provided a wonderful opportunity for our students and the local community to engage with a completely different culture, one with increasing importance and influence.

"It was thrilling to welcome the dragon to our campus; visitors will be able to see it displayed in the South Foyer reception."

Dearne Valley College's attendance tenner



Dearne Valley College (DVC) has launched a training allowance and a Job Zone.

The training allowance rewards students with a weekly £10 for 100 per cent attendance.

DVC is the only college in South Yorkshire to offer all existing and new 16 to 18-year-old full-time students and apprentices a weekly payment in a bid to boost college attendance. An annual achievement bonus of £100 will also be awarded for those who complete their programme with consistently excellent attendance in 2012/2013.

The Job Zone, launched with Job Centre

Plus, is primarily available to DVC students who want to find out about progression opportunities, part-time work and apprenticeships.

Ioan Morgan, DVC interim principal, said: "It is the College's responsibility to make learning as accessible as possible. The new DVC Training Allowance will have a significant impact for our 16 to 18-year-old learners. Not only will it support them financially, but it will also help to instil the importance of good attendance – a life skill that will support them in their future careers."



HTP Training shines with business award

HTP Training has won the Women 1st 2012 Shine Award for small businesses. The winners were announced at an exclusive event hosted by Women 1st, the programme to help women achieve their career aspirations in hospitality, passenger transport, travel and tourism. Emma Forbes, former Radio 2 presenter and well known for her role presenting the kids' show *Live and Kicking* attended the event at the Jumeirah Carlton

Tower Hotel in Knightsbridge, London.

HTP said it has encouraged women from the industry to join the team and use their expertise to help develop others – more than 70 per cent of the workforce is female and the majority of senior management positions are held by women. The company offers flexible working arrangements, reduced hours and alternative positions within the business, if needed, to enable parents to meet their family needs.

Doncaster College horse and dog show



Doncaster College students have been involved in a charity horse and dog show held by Northern Racing College.

Students from animal care and horse care courses helped to organise the event, which took place in the grounds of the Northern Racing College at Rossington Hall.

Reece Rowland, 18, won first place in the in-hand championship. The Level 2 horse care student said: "I am very happy and feel lucky to have had this opportunity, thank you."

Mika Rodgers, a Level 3 animal care student, and Dolly, Doncaster College's shetland pony, came second in the mountain and moorland class.

Mika, 19, said: "We had a great day; it was a fantastic experience and we felt proud to be representing Doncaster College with our gorgeous pony".

Laura Astles, a lecturer at the College, said: "The learners enjoyed every minute of the experience and our college noticeboards are now filled with lots of lovely rosettes!"



Schooling from City of Bath College DJ

Youngsters from Bath's Widcome Junior School have been treated to a DJing masterclass by a talented DJ from City of Bath College.

J Cassidy, a second year music technology student, rounded off pupils' arts week with a hands-on DJ training session.

Mark Smithers, the College's head of music technology, was on hand to explain some of the principles of sound and mixing while the action was being broadcast on a huge screen in the school hall.

Nell Winbolt, 10, said: "It was absolutely brilliant, I got to find out how CDJ decks work and got to mix my own tracks with J."

Fraya Saunders, 10, added: "It was so loud it made your whole body shake! We all got to have a dance and see how to mix our own music."

It was the second year that music students from City of Bath College have got involved with the school's arts week.

Want your college or training provider to appear on these pages?

Send your stories with pictures to news@feweek.co.uk

Hi-tech solar donation for MidKent College

Engineering students at MidKent College's Maidstone Campus have received an energy boost with the donation of state-of-the-art solar panel equipment.

The high-tech kit was donated to the College by Dartford firm Enevis, whose employee Paul Saunders, 39, from Sittingbourne, is currently studying for a higher national certificate.

Simon Foot, head of faculty for construction and building services, said: "We are extremely grateful for this generous donation, which will be of great use to our students."

"It will provide them with invaluable hands-on experience of working with this type of technology, which will stand them in good stead for the future."

Gary Mayatt, Enevis managing director, said:



"We are delighted MidKent College agreed to accept our solar panel demonstration system as we are passionate about teaching the benefits of renewable energy."

South Nottingham College STEM Shuttle

A new mobile classroom aims to make Science, Technology, Engineering and



Maths (STEM) more engaging for young people.

South Nottingham College secured innovation funding to buy a mobile trailer to transport their electric car to events across the county to promote STEM courses.

The STEM shuttle has been specially adapted to incorporate work benches to allow students to participate in mobile lessons. The trailer is self-sufficient and can be powered by renewable energy, which is generated via solar panels on the roof and a small wind.

Jon Rawson, STEM Co-ordinator said: "The STEM areas in some way relate to almost every aspect of life: the fact that when you turn the tap on you have fresh clean water and when you flick the light switch the light turns on."

Whitbread celebrates 3,000th Skills for Life

Whitbread staff joined longstanding e-learning partner MindLeaders to celebrate the 3,000th skills for life learner on the Whitbread programme since it began in 2008.

Kevin Crocker (right) is the 3,000th learner to enrol on his skills for life qualifications in literacy and numeracy at Whitbread. He is currently senior grill chef at the Gordano Gate in Portishead, Bristol, and joined the Whitbread team two years ago.

"I've always pushed myself to learn and improve my skills," Kevin said.



South Cheshire College get on their bikes



Staff at South Cheshire College have been wheeling into work as part of a national campaign to promote cycling.

Bike Week, sponsored by Samsung, is one of the UK's biggest annual cycle promotions.

It hopes to encourage more than half a million people to join in events rethinking journeys and switching to cycling as the most convenient way to get around.

Jenny Harris, sustainable development manager at South Cheshire College, said: "We are pleased to support national Bike Week and a

good number of staff have cycled in to work to show their support.

"The week aims to get people to give cycling a go all over the UK, whether it's to get to work, for fun, or for getting to the local shops."

"Cycling is a great way to keep fit and staff have used their bikes as an alternative to bringing the car to work."

College staff supported Walk to Work Week earlier in the year; both events tie in with the College's Green Travel Plan to promote health and fitness.



Newcastle College offer up tasty cash boost

Newcastle College has launched an extensive support scheme for young people that guarantees all eligible students £1,200 over the duration of their two-year course. It also offers thousands of 16 to 18-year-old learners a package of benefits to help with their studies.

The package includes the Newcastle College Maintenance Allowance (NCMA), which the College introduced in September last year to replace the Education Maintenance Allowance.

As courses for 16 to 18-year-olds are free, the money can be spent on essentials such as travel, books and other costs associated with learning.

The number of learners who receive NCMA is not capped and will be available to current and new students, as well as those transferring from elsewhere who meet the criteria.

Carole Kitching, deputy principal of Newcastle College, said: "We are delighted to be able to offer one of the most comprehensive packages of support to young people across the region. There is no doubt that this financial support provides real benefits and in many cases is an essential factor determining whether or not a young person chooses to continue with their education."

Warrington College students beat the tutors



Students and teachers at Warrington College battled it out at a charity football match in aid of Macmillan Cancer Support. The event was organised by Level 3 travel and tourism students after an inspirational talk from Nicola Williams, ambassador for Macmillan Cancer Support, who came to college to tell her story and outline the tremendous support she received from the charity.

Jen Wills, a travel and tourism student, said: "We were really touched by Nicola's story and decided to raise funds and awareness of everything that Macmillan

Cancer Support do for people."

Nicola Williams said: "It's really great that the students have chosen to support Macmillan with this football match. Macmillan has helped both me and my family since my diagnosis 18 months ago. I would like to say a huge thank you to them for raising awareness of Macmillan Cancer Support."

Despite fierce competition from the tutors' team, the students won the match 6-3. The winning team received the trophy from Nicola and did a victory lap to celebrate their win.

HEREFORDSHIRE COLLEGE OF TECHNOLOGY

DEPUTY PRINCIPAL

£85,000



Herefordshire College of Technology is a good quality, learner focused and financially successful college. We deliver a wide range of vocational courses to 6,000 learners from a superb new city campus, nearby land-based campus, and magnificent rural estate.

You will join a team committed to achieving the very best outcomes for all our learners and the highest Ofsted grades. Your focus will be on delivering outstanding teaching, learning and assessment, developing business and maintaining efficiency.

If you have:

- The passion to accomplish great things for our learners
- The determination and skills to achieve excellence
- A successful track record within an educational environment

We would love you to join the College team.



INVESTORS
IN PEOPLE



For an informal conversation with the Principal, telephone 01432 365300.

To apply, please visit www.hct.ac.uk, e-mail personnel@hct.ac.uk, or call 01432 365374.

Closing date: Wednesday 4th July

Selection days: Monday 9th, Tuesday 10th July

Committed to equal opportunities.

HCT is committed to safeguarding and promotes the welfare of all learners and expects all staff to share this commitment.



Director of Funding, Examinations and Information Services

£50,000 pa

Ref: B951

The performance and success of an organisation and its ability to react effectively to the needs of its stakeholders is critically dependent upon the accuracy and timeliness of the information and intelligence at its disposal.

If you think that you have the knowledge, skills and experience to be able to drive and develop data capture, information systems and reporting, whilst maintaining regulatory compliance, then this post could be made for you.



Head of Department Performing Arts and Creative Industries

£38,451 - £42,021 pa

Ref: B950

The performance and success of an organisation and its ability to react effectively to the needs of its stakeholders is critically dependent upon the accuracy and timeliness of the information and intelligence at its disposal.

If you think that you have the knowledge, skills and experience to be able to drive and develop data capture, information systems and reporting, whilst maintaining regulatory compliance, then this post could be made for you.

Closing Date for Applications: 3 July 2012

Full Job Description, Person Specification and an application form can be downloaded from the job and vacancies section of the College's website <http://www.sandwell.ac.uk/>

Sandwell College is committed to safeguarding children, young people, and vulnerable adults. All appointments are subject to a satisfactory enhanced Criminal Records Bureau disclosure.

To apply, please send your completed application form to employment@sandwell.ac.uk or to the Human Resources Department, Central Campus Sandwell College, 1 Spon Lane, West Bromwich, West Midlands, B70 6AW. Please ensure you quote the reference number of this advert when completing your application form.

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FE Associates offers a range of services to the FE sector including interim management, consultancy support, quality improvement and partnership management for sub-contracted provision.

In response to sector demand for high quality interim managers at middle manager level, we are inviting applications from leading edge practitioners with current operational college experience across all areas and particularly those with experience in:

- Business Development/Employer Engagement
- HR
- IT/MIS
- Curriculum and Quality Managers

You will be highly motivated and flexible, conversant with the issues facing FE and at the forefront of your area. Applicants need to be prepared to travel and stay away from home when required. In return we offer a competitive remuneration package and to be part of a friendly and supportive team.

Closing date for applications is Monday 9th July.

For an informal chat please contact Elaine Smith on 07725 423738.

To apply please send your CV by email to judith.richardson@feassociates.com or Judith Richardson, FE Associates, 1 High Street, Taunton, Somerset, TA1 3PG.



Developing today's students for tomorrow...

As a large, successful and expanding FE and HE College on the borders of East London and Essex, we have two full-time lecturing positions for motivated people who are keen to develop their careers.

Assistant Principal - Enterprise

Salary £70k per annum

This is a very rewarding role for an ambitious leader with sound business acumen. As a talented, professional who is creative and entrepreneurial, you will be responsible for generating new income streams for the college working with employers and key stakeholders. Managing a number of key functions, supported by a marketing and sales team, international team and the college's partnerships manager you will need to be self-motivated, organised and have excellent interpersonal skills. You will be qualified to at least degree-level and preferably hold an appropriate professional/management qualification. Applicants must have the ability to lead and manage staff and be able to inspire others to reach their full potential. You will be results-oriented, naturally persuasive and have the ability to build on a range of successful, existing business partnerships. Reporting directly to the Principal you will have the freedom and authority to innovate so you can deliver against challenging targets.

International Business Development Manager

Salary £35 - £40k per annum

Havering College has an established international section – but we now want to be bigger and better! You will be responsible for further development and implementing the college's international strategy, attracting new overseas students to the college and engaging in international partnerships. The college has an Erasmus Charter so collaborative work with other EU institutions is important, and with the support of an Erasmus Coordinator you will further develop this aspect of our work. A self-starter, confident with experience of international education, you'll have the skills to further develop our excellent work in this area.

For more information, and to apply online, check our website: www.havering-college.ac.uk or alternatively, email hr@havering-college.ac.uk or call 01708 462854.

Closing date: 6 July 2012.

The College is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.

The successful applicant will be required to obtain a satisfactory Enhanced Criminal Records Disclosure before taking up this post.



www.havering-college.ac.uk

CACHE is a leading awarding organisation for people working in care services and is based in St Albans. We've been making a difference since 1945 with our qualifications, first as NNEB and now as CACHE.



Market Insight Manager (Maternity Cover – One year contract)

Salary £32,800 + £555 Outer Fringe Allowance (based in St Albans)

To support the Business Development function in Cache by analysing and interpreting data, to produce meaningful reports that enhances relationships with customers and stakeholders and supports the strategic business objectives.

Marketing Communications Manager

Salary £30,851 + £555 Outer Fringe Allowance

To support the Business Development Manager to design and implement communications plans, branding, PR policies and procedures that enhances relationships with customers, and stakeholders which support strategic business objectives.

Go to: www.cache.org.uk/Pages/Jobs-with-CACHE.aspx



Burton and South Derbyshire College has been rated as "Good" by Ofsted in December 2011. We have incredibly high future ambitions and an international reputation for our work, particularly our work with substantial blue chip employers. Do you want to join this vibrant and outstanding team and inspire and lead others? Then BSDC is the place for you!

Service Area - Finance and Estates

Director of Funding and Finance

Salary: Circa £50k

Job Ref: 12/77

This new and exciting post has been created to help us ensure we maintain outstanding financial status and to help steer and navigate the changing future funding landscape.

You will support and drive an entrepreneurial culture that leads to the successful delivery of financially viable innovative programmes that generate wealth and reputational success for the College. You will make a significant contribution to the success of the College and its learners by making a substantial contribution to the College Leadership Team through effectively managing and leading the College's Finance Team and will also be working collaboratively with the Cross College Senior Management Team.

You will hold the CCAB qualification and have extensive post experience. Working knowledge and experience of financial planning and financial reporting, budgets, preparation of monthly management accounts and statutory accounts along with audit regimes is essential for this role. You will have strong leadership skills and experience of managing and motivating a team and be an effective communicator.

Service Area - Quality

Learning, Teaching and Development Manager

Salary: £34,427-35,457 p.a.

Job Ref: 12/78

Learning and teaching are at the heart of leading the college towards "Outstanding". As the Manager for the Learning, Teaching and Development Unit, and a key member of the cross college quality improvement team, this post holder will be central in helping achieve the vision of being a vibrant and outstanding, high performing College.

To be successful in this demanding role you will be a forward thinking, enterprising individual and able to provide effective and pro-active leadership for your Area. You will lead the enthusiastic team of academic staff and area budget. This post carries a teaching commitment. You will need to demonstrate experience of an outstanding teaching record and course leadership with experience of effective performance management, leading lesson observations and quality improvement.

To be successful in this role you will need a degree or equivalent professional qualification in the area of responsibility and a full Teaching qualification. An understanding of the changing role in FE/HE and development of curriculum is essential.

Academy of STEM

Programme Area Manager – Engineering and Motor Vehicle

Salary: £34,427 - £35,457 p.a.

Job Ref: 12/79

This role is central in managing a key area of our local economy in which we have a strong heritage – Engineering and Motor Vehicle. Working with large national employers, such as Toyota and Rolls Royce, along with many other local small to medium businesses, you will ensure that we are providing these organisations with the skills required to maximise their business performance and remain market leaders within their field.

To be successful in this demanding role you will be a forward thinking enthusiastic individual and able to provide effective and pro-active leadership for your Area. You will manage and lead the enthusiastic team of academic and support staff and area budgets. This post carries a teaching commitment. You will need to demonstrate experience of a good teaching record and course leadership with experience of effective performance management and quality improvement.

To be successful in this role you will need a degree or equivalent professional qualification in the area of responsibility and a full Teaching qualification. An understanding of the changing role in FE/HE and development of curriculum is essential.

If you are interested in applying for any of the above posts, we would like to hear from you. For further details and an application form for the above post, please ring (01283) 494400 and ask for the Human Resources Unit or apply on-line via our website: www.bsdc.ac.uk

The College is registered with the Criminal Records Bureau and the successful applicants for these posts will be required to apply for the Disclosure at the enhanced level.

Burton and South Derbyshire College is committed to ensuring a culture of valuing diversity and ensuring equality of opportunities.

The College is committed to safeguarding and promoting the welfare of young people/vulnerable adults and expect all staff and volunteers to share this commitment.

Closing date for all applications is
Friday 6th July 2012.

www.bsdc.ac.uk



Tameside College is the leading provider of post 16 education in the Borough of Tameside which lies to the east of Manchester. With over 6,000 students, the College provides a broad range of pre and post 16 provision and higher level programmes. Hyde Clarendon Sixth Form College is part of the Tameside College family and over the past 3 years has consistently achieved the best A Level success rates in the Borough. The College sponsors Droylsden Academy in East Manchester.

Head of Academic Studies

£38,303 - £41,516 pa

TC124

We wish to appoint an inspirational individual, with significant experience of curriculum innovation, to be a vital member of our management team, with responsibility for all A Level, Teacher Education and Access Provision.

These posts are vital to the effective planning, management and delivery of a responsive curriculum, in line with the College's strategic priorities.

You will have significant experience in successfully managing change, and your responsibilities will range from ensuring standards of excellence in teaching, learning and achievement, to agreeing the financial targets for the area and developing strategies to increase income streams.

Crucially, you will play a key role in helping to improve the students' experience of our courses and to expand their opportunities for employment or further study.

Closing date for both posts: Wednesday 11th July 2012.

Interview dates for both posts will be Wednesday 18th and Thursday 19th July 2012.

For further details apply online at www.tameside.ac.uk/jobs.asp quoting the relevant reference number.

Human Resources, Tameside College, Beaufort Road, Ashton-under-Lyne OL6 6NX. Telephone: 0161 908 6643.

Minicom: 0161 908 6610.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Head of Foundation Learning

£38,303 - £41,516 pa

TC125

We wish to appoint a talented and highly motivated individual to join our management team and have responsibility for Essential Skills and Entry Provision, 14 - 16 delivery, The Centre for Students with SPMLD (Dovestones) and E2E.



Career Opportunities Canterbury College

We are a Further and Higher Education College in the heart of Kent with over 9,000 students across 300 courses. Our £50m Campus is home to nearly 800 staff and we have great career opportunities which may be right for you.

Quality Assurance Manager ref: 12/51

37 hours per week, salary starting at £38,857 per annum

Situated in the heart of East Kent Canterbury College was established in 1947 and has grown to be one of the largest Further and Higher Education Colleges in the area. We are seeking to recruit a Quality Assurance Manager to ensure the effective application of the quality assurance systems within the College and to foster an ethos of continuous improvement. Working within the Funding and Performance Review team, the person we are looking for will have an understanding of current quality issues that affect the FE sector and be able to work effectively with staff across the College to support quality improvement.

Closing date: Thursday 12th July 2012 at 12 noon

For an information pack please call the Human Resources Office quoting the above reference or visit our web site.

Staff benefits include:

- Pension & Life Assurance Scheme
- Close to City Centre
- Sports Hall & Gym
- Generous Holiday Allowance



CLICK
www.canterburycollege.ac.uk/newjobs

CALL
01227 811282 (24 hr answerphone)

Canterbury College is an equal opportunities employer

A unique opportunity

to join an ambitious further and higher education college. Backed by an excellent leadership and management team, you'll benefit from a highly rewarding, supportive and creative environment and a wealth of professional development.

Together, we will deliver an 'Outstanding' experience for each of our 17,000 learners, across three campuses.

Head of Marketing

Salary: £45 - £50k

We Need Your Help!

At South Essex College we have reviewed our marketing strategy and implemented many changes.

We have cut marketing channels that don't demonstrate a good ROI; invested in a new "responsive" website that will go live shortly; have implemented digital technology processes that save us time and provide the customer with a better experience; and have trained our staff in both traditional and digital marketing.

We are living in a period of great change and now need a Head of Marketing to take us to the next level.

If you enjoy a challenge and have the qualities it takes then please submit an application.



Help us become
outstanding
across the
board

Closing Date:

**Thursday
12th July 2012**

We are committed to safeguarding the welfare of our learners. All successful applicants will therefore be required to complete an enhanced Criminal Records Disclosure.

To find out more and apply, please visit:

www.SouthEssex.ac.uk



©Colin Jarvis Foundation Degree in Photography and Digital Design

Management, Information and Funding

In preparation for significant change in the FE sector, we are making some changes in our Management Information and Funding (MI&F) team.

We are seeking to strengthen our service by appointing talented, enthusiastic individuals who thrive on a challenge and enjoy developing innovative solutions to complex problems.

Assistant Head

Salary within the range £37,518 - £40,998

Ref: 11173

Senior MI&F Officer - 4 posts:

Salary within the range £29,601 - £32,358

Funding & Curriculum Development

Ref: 11174

Information Development & Data

Management

Ref: 11175

Systems Development

Ref: 11176

Reports Development

Ref: 11177

The above posts will help us to offer a flexible and ground-breaking service throughout this exciting period of major development.

Closing date: noon, 3 July 2012.

How to apply: For full details of the role and documentation to apply please go to www.blackpool.ac.uk/jobs

Email: **Name, address and post ref no. to: jobs@blackpool.ac.uk**

Telephone: **01253 504379 (24 hour answer phone)**

The College is committed to the safeguarding and welfare of all our learners. Successful appointment will be subject to an Enhanced Criminal Records Bureau Disclosure and pre-employment safeguarding checks.





MidKent College - a great place to work and learn

Teaching & Learning Managers

Come and join the team of one of the largest and most successful further and higher education colleges in the South East.

With state-of-the-art campuses in Medway and Maidstone and strong financial health, we are passionate about teaching, learning and the development of our staff.

We are now on the hunt for a new team of Teaching & Learning managers to drive forward a flexible, engaging and enterprising curriculum in the following areas:

- Electrical
- Plumbing
- Business
- IT, Creative Arts and ESOL
- Learning Support
- Media/Music Technology and Art & Design

MidKent College has achieved its best ever success rates and is looking for talented, self-motivated teaching professionals with a strong desire to take us to the next level.

Successful applicants will earn a basic salary of £38,169 and can look forward to 35 days annual leave, eligibility to join the teachers' pension scheme and other benefits.

So, think you're up to the job? Great - contact the College to request an application pack.
Closing date: Friday 13 July

Tel: 01634 383706 • Email: job.applications@midkent.ac.uk



MidKent College is an equal opportunities employer



MidKent College - a great place to work and learn

Teaching & Learning Managers

Come and join the team of one of the largest and most successful further and higher education colleges in the South East.

With state-of-the-art campuses in Medway and Maidstone and strong financial health, we are passionate about teaching, learning and the development of our staff.

We are now on the hunt for a new team of Teaching & Learning managers to drive forward a flexible, engaging and enterprising curriculum in the following areas:

- Hospitality, Travel and Tourism
- Information Technology and Computing
- Engineering
- Construction Crafts
- Building Services

MidKent College has achieved its best ever success rates and is looking for talented, self-motivated teaching professionals with a strong desire to take us to the next level.

Successful applicants will earn a basic salary of £38,169 and can look forward to 35 days annual leave, eligibility to join the teachers' pension scheme and other benefits.

So, think you're up to the job? Great - contact the College to request an application pack.
Closing date: Friday 6 July

Tel: 01634 383706 • Email: job.applications@midkent.ac.uk

Quality Co-ordinator

MidKent College is also seeking to appoint a Quality Co-ordinator to aid the monitoring and development of its quality improvement procedures and initiatives.

The successful applicant will work closely with faculty heads and teaching and support staff across the College, and also act as the quality nominee for awarding bodies.

Salary: £24,842 to £31,516 dependent on qualifications and experience.

Closing date: Friday 6 July

Tel: 01634 383706 • Email: job.applications@midkent.ac.uk



MidKent College is an equal opportunities employer

Totton Sixth Form College is appointing to the following qualified teaching posts for August 2012.



Qualified Teacher Salary Range £21,256 - £31,111
Profession Standards Payment Range £33,705 - £36,279 (for suitable applicants)

Teacher of Mathematics – Full Time/Permanent

The College is seeking an outstanding Mathematician to join a strong, well equipped department, teaching across the full range of courses from foundation FSMQ through GCSE to Advanced level.

Teacher of English – Full Time

Fixed term contract until 21 Aug 2013 (with the potential to extend to permanent)

We are seeking an excellent teacher of English to join our very successful department who offer AS/A2 English Literature, English Language, English Language and Literature, Access to HE Literature, GCSE English Language and Functional Skills English.

If you would like to apply for this post please visit our vacancies section at www.totton.ac.uk and download an application form. Alternatively contact the HR Department on 02380 874874 or email hr@totton.ac.uk for an application pack. Totton College requires all staff to have an enhanced CRB check and a minimum of two references. Totton College is committed to creating and sustaining a positive and mutually supportive working environment for all. We value the diversity of our staff and students.



Closing Date for this application is midday Friday 6th July 2012



Don't forget to
book your advert
now for the last
edition of FE Week
before the summer

T R I B A L

Supporting Functional Skills

Tribal's experience and expertise in English and maths is unrivalled. We work with policy makers, key stakeholders and practitioners to ensure you have **reliable English and maths assessments** and **high-quality learning resources** to support learner achievement.

Our Functional Skills Solution is a **powerful, integrated online system** that includes **sophisticated initial assessment tools**, a **web-based management system** and **content-rich modules**.

New for Autumn 2012
Interactive online resources
to support the delivery of
Functional Skills

Tribal will provide you with:

- A brand new Functional Skills assessment using new interactions to give clear insight into a learner's applied skills levels.
- The ability to assess writing and maths process skills using our innovative Assessment Player technology.
- Automatically generated personal learning plans – developed from the results of the initial assessment.
- Comprehensive suite of interactive learning resources to support underpinning and process skills.
- 'Apply your Skills' activities and practice tasks to prepare for exams.
- Access to awarding organisation's practice assessments and final tests/assessments.

Benefits of using Tribal resources:

Supports a range of delivery models, including college, training and work-based learning contexts.

Robust semi-diagnostic initial assessment; Entry Level to Level 2.

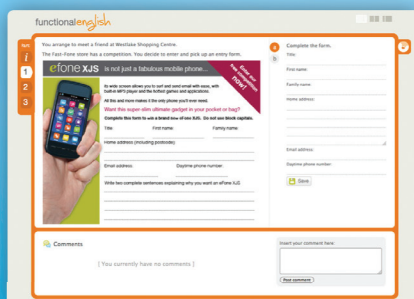
Results mapped to extensive library of learning materials.

Digitally marked resources develop underpinning skills.

All content created for a post-16 audience.

Personalised learning, any time, any where.

Effective tracking and record-keeping of individuals and groups of learners.



Using Tribal's e-tutors we are also able to support clients with a 'Functional Skills' service. If you would like further information about this service, or our Functional Skills materials, please call 01223 470480.

Mobile learning
apps and resources



FE Week Sudoku challenge

3			8		7		9	
	1	7	2					
4		8			6			
7	4		5				1	2
	2		7	6	9		4	
8	3				1		5	6
			6			5		7
					2	8	3	
	7		9		5			1

Difficulty:
EASY

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

9				1	6		4	
2	4				7			
	7	1		2				6
		2		9		4		3
			1		2			
3		9		4		2		
6				8		3	2	
			4				6	1
	8		2	6				5

Difficulty:
MEDIUM

Last Week's solutions

3	8	7	4	9	2	1	5	6
4	1	2	8	6	5	7	9	3
5	9	6	7	1	3	8	2	4
2	6	1	5	8	7	4	3	9
7	5	3	1	4	9	6	8	2
8	4	9	3	2	6	5	1	7
1	7	4	9	3	8	2	6	5
6	3	5	2	7	1	9	4	8
9	2	8	6	5	4	3	7	1

Difficulty:
EASY

1	7	9	5	4	6	3	8	2
8	6	3	1	9	2	4	5	7
5	2	4	8	3	7	1	9	6
6	8	1	2	7	4	5	3	9
7	4	2	9	5	3	6	1	8
3	9	5	6	1	8	7	2	4
9	1	7	4	2	5	8	6	3
2	3	8	7	6	1	9	4	5
4	5	6	3	8	9	2	7	1

Difficulty:
MEDIUM

FE Week mini-mascot

Follow the adventures of *FE Week's* biggest and smallest fan!



"Mostly this week I have been giving kisses to Thomas, my new baby brother"

You can also follow our *FE Week* mini-mascot on Twitter @daniellinford